Cass Business School
CITY UNIVERSITY LONDON

CassLearn User Manual

For

Tutors

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1 Introduction to this manual

Please note that every effort has been made to keep this manual simple and user friendly. It is a working document that will be revised regularly to reflect the new features and improvements introduced in CassLearn as it evolves.

If you have comments about this manual or would like to make suggestions about how to improve it, please contact:

Christina Dickson, E-learning Support Specialist

casslearnhelp@city.ac.uk

1.1 Typographic conventions in this manual

Within this manual, we will use the following typographic conventions. A text between:

“double quotes”	Refers to a text a user can or should type in a field
<triangular brackets>	Refers to a clickable text or the name of a button
[rectangular brackets]	Refers to a key on your keyboard.

2 Introduction to CassLearn

2.1 What is CassLearn?

CassLearn is a Virtual Learning Environment (VLE); a platform that supports teaching and learning by connecting students and tutors over a computer network. It is a customised version of TeleTOP® Version 6, developed at the University of Twente, The Netherlands.

CassLearn can be accessed on any computer with an Internet connection and a web browser. It is password-protected and can only be accessed by students and tutors registered for programmes taught at Cass Business School.

2.2 Some general remarks about CassLearn

CassLearn is based on Lotus Notes, and it therefore shares many features with other Lotus Notes based applications.

CassLearn is accessed through your web browser, and it is optimised for being used with Internet Explorer. It can also be accessed through the Netscape browser, but pages may not display exactly the same as shown in this manual.

There are two things you need to know about navigating CassLearn:

1. If you get to a page where you do not want to be and you cannot find a **<go back>** button on the page, just press the **<back>** button of your browser, or select another option from the menu on the left-hand menu.
2. Some pages will make use of the expand text icon ⊞ or the collapse text icon ⊟. Click on these icons to expand or collapse a piece of text.

There are a number of other symbols you will see throughout the CassLearn VLE:

A sheet of paper symbol, which is used to create a new entry

 A flashing word 'NEW', which indicates a recently created entry

Pen on paper, which is used to edit an entry

A red cross on paper, which is used to delete an entry.

2.3 Good practice in CassLearn

Student contributions to CassLearn are governed by the Code of Conduct, which can be found in section 5 of this User Manual.

Tutors are requested to heed the following points for good practice in CassLearn:

1. Log on to CassLearn regularly (preferably every other day) while your module is running, in order to answer student questions, maintain the news page, initiate/follow the discussions, and update your weblinks page (if you have one).
2. Make sure your postings are free of spelling errors, e.g., by composing your message in MSWord, spell checking it, and then copying it into CassLearn.
3. Use the news page for announcements, the discussion page for postings where you would like students to respond, and the Q&A page for your answers to their questions (students cannot respond to your postings on the Q&A page).
4. Use the news page to point students to new items of interest.

5. Please do not make any changes to module information, or the timetable. Please discuss any desired changes with the relevant Programme Officer.
6. Check all areas where students can post messages for libellous, racist, sexist, or unauthorised commercial postings. Please remember that all students and staff are governed by the Code of Conduct.
7. Use a dedicated folder on a local disk where you keep downloaded student assignments, as well as your files with feedback. Use easy to understand file names, but avoid spaces in files names. Please_use_underscores_instead_of_spaces. Some older versions of Netscape have problems with spaces in filenames. Furthermore, when providing feedback on a student's work, please add "marked-[your initials]" to the original filename, e.g., mbm205CHANJackie_05Fmarked-EvR, so students can distinguish their original work from marked work.

2.3 Formatting text

You can format text in Q&A, Discussion, Network and Team Rooms.

When you click on the -icon to submit text in Q&A, Discussion, Network or Team Rooms, you are presented with a text box, which has a formatting toolbar. This toolbar allows you format text in a number of ways including:

- Create paragraphs
- Bold, italic and underline text
- Cut and paste into the text box
- Align, number and bullet text
- Insert images and links.

There is an option to use multiple text colours, but we ask that you use this only when absolutely necessary. Please avoid using colour to highlight words within your text. If you need to highlight words please use the bold or italic option. This avoids confusion for individuals with colour sensitive vision. If you wish to use colour, please select just one.

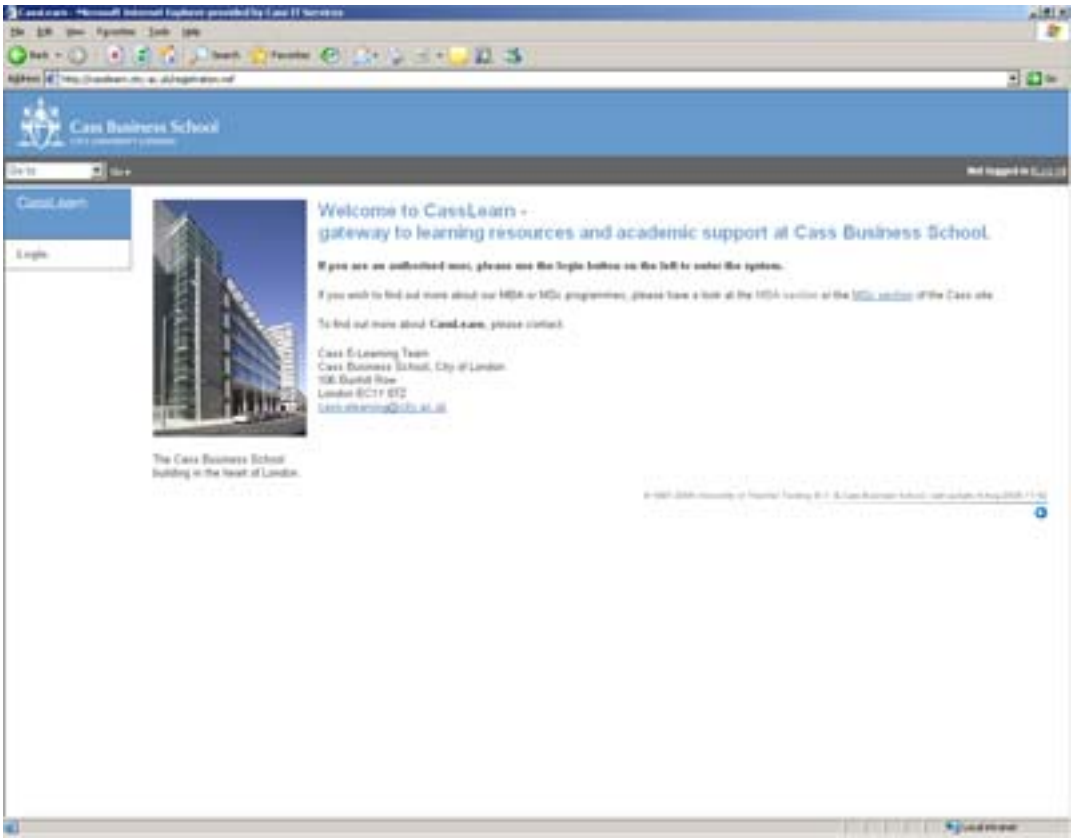
3 Core features

3.1 Accessing the system

You can access the VLE:

- Via a link on the **'For Staff'** page of the Cass Business School website, or
- By typing **"http://casslearn.city.ac.uk"** in the address line of your browser.

After hitting the **[Enter]** key, the following page will be displayed:


Cass Business School
Welcome to CassLearn -
gateway to learning resources and academic support at Cass Business School

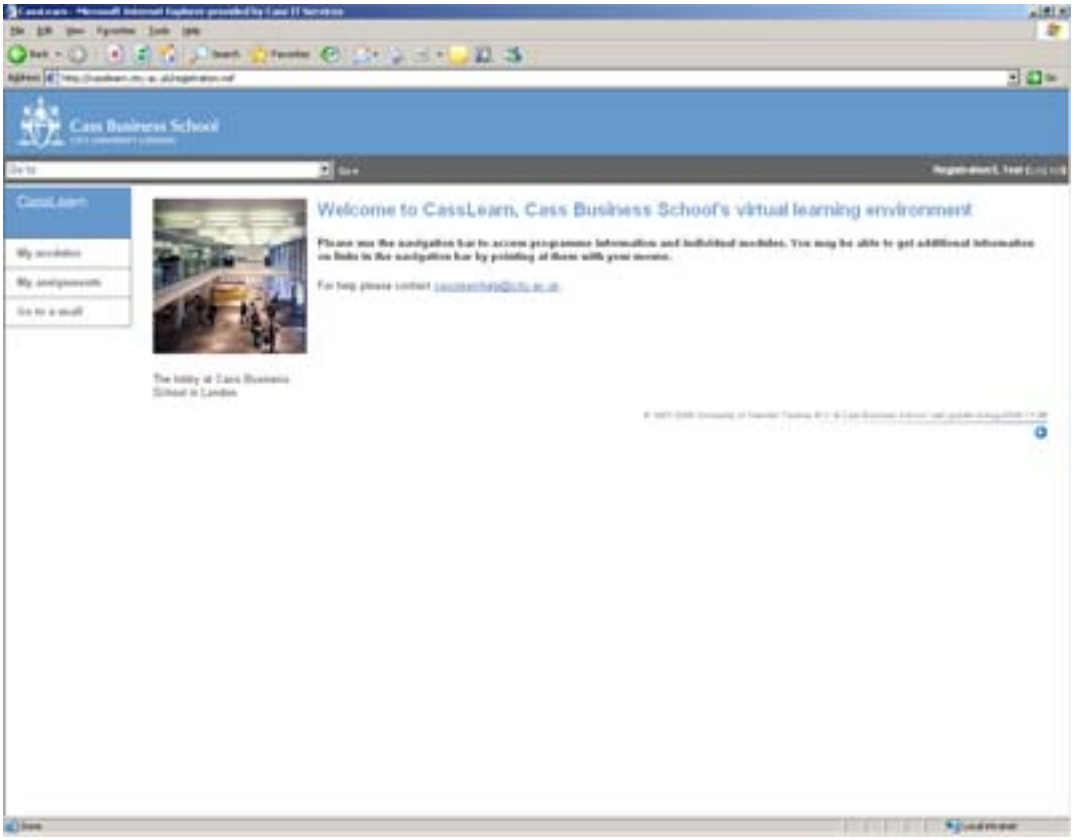
On the left-hand side you can log in to the system by clicking on the <Login> button.

Your password is the same as your Cass Business School internet password. Visiting Lecturers will receive their username and password for CassLearn from the E-learning Support Specialist.

The login is **'session-based'**, which means that you will remain logged in until you close the browser window in which you have been accessing CassLearn. As a security precaution, the system will automatically log you off after 60 minutes.

3.2 The start page

Once you have logged in, you will see the following page:



The left-hand menu provides the following options:

<My modules> : This will lead to an overview of modules.

<My assignments> : This will lead to an overview of assignments that have been set.

3.3 Programme information

Within the programme information environment you can find general information about the Programme.

The Programme Information is maintained by the relevant Course Officer. You will find a Programme Information environment for every Programme that uses CassLearn and one for each student intake that the Programme has.

The following options are available via the Programme information:

<News>	:	News items about the programme in general will be published here.
<Student Handbook>	:	This is where you will find the Student Handbook.
<Timetable>	:	This takes you to the general timetable with links to all modules within the Programme.
<Q & A>	:	This is the place to read questions and answers, as well as post your own questions about the programme and about CassLearn.
<Databases>	:	This is where you can find all of the online library databases. This is maintained centrally by Jacqui Gaul.
<Network>	:	This is where you can find all students' personal page.
<Weblinks>	:	Here you can find useful weblinks that relate to the Programme as a whole.
<Resources>	:	Here you can find additional resources.

You can use the drop-down menu in the top left-hand corner to go back to the **'Start page'.**

3.4 The module environment

In order to access the individual modules, you need to click on the **<My modules>** button from the **'Start page'**.

This takes you to a page that shows all available modules. Each module that runs on a Programme will have its own module environment for each term/year it runs (you will probably only have access to the modules you are the tutor for, if you want guest access to other modules, please ask the relevant Course Officer).

Clicking on the module name will open up the module environment.

HINT: *The* ***<Go to:>*** *drop-down menu in the top left-hand corner of your screen, also provides the option of switching to* ***another module,*** *to the* ***Programme information,*** *or to the '****Start page'****.*

For the module you teach, the module environment will look something like this:

The first page you see when you open a module will always be the news page. Not all modules will have the same number of buttons (this is dependant on how many of the functions you choose to use) in the left-hand menu, but all modules will at least have the following buttons:

<News>	:	This takes you to the News page.
<Module info>	:	This takes you to the page with information about the module as a whole.
<Timetable>	:	This takes you to the timetable with all activities for the module.
<Discussion>	:	This takes you to page for web-based discussions related to this module.
<Q & A>	:	This takes you to the page where students can post questions to you and where you can post your answers.

The -icon featured in the top of the left-hand menu is used to add items to, or delete items from the left-hand menu. If you accidentally press on this icon, the <Back>-button of your browser will cancel your action.

3.5 Creating 'News' items

You can create new items by clicking on the -icon, within the 'News' page of your module environment.

Please choose a subject as a header for the news item and type in the news message in the text box provided. As CassLearn doesn't have a spell checker, it is good practice to prepare your message in Word and then copy and paste it into CassLearn.

You can set an expiry date, by which date the news item will be archived in the **<old news>** section.

Finally, you can specify whether students should be able to respond to this message through the discussion list.

Click on the <Submit> button at the bottom right of the page in order to create the item, or click on the <Back> button of your browser to cancel.

Created news items can be edited or deleted by clicking on the -icon next to the relevant news item.

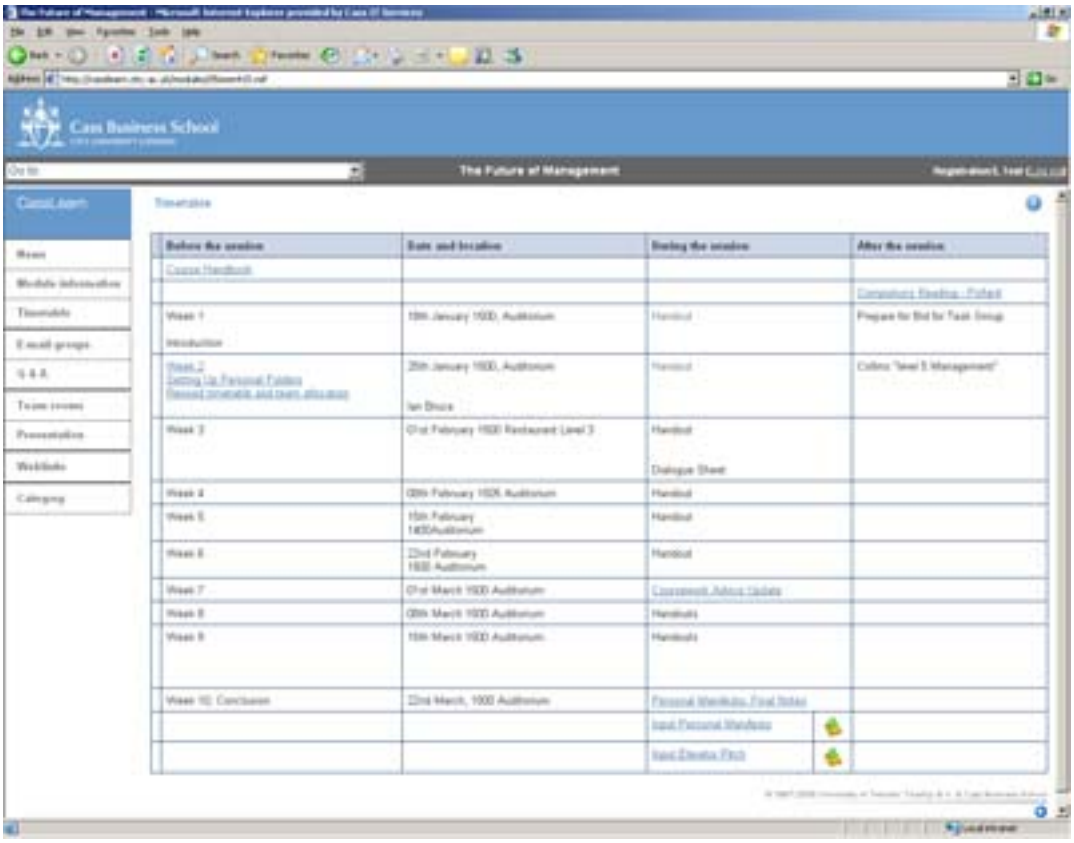
3.6 Module information

The module information under the **<Module information>** button, will be created for you based on the information you have provided to the Programme Office. Please seek assistance if you would like changes made to this section. Some items may be created in html-code and require some knowledge of html programming.

3.7 The module timetable

Clicking on the **<Timetable>** button takes you to one of the core elements of the virtual learning environment. The module timetable lists all the activities for the module, by session or week.

It is the place for students to download the module material for printing, to submit their assignments, and to complete their electronic feedback forms. For tutors, the timetable will look something like this:



The timetable will be created based on the information you have provided to the Programme Office. Some items in the timetable are hyperlinks, which lead to further information or instructions. At a minimum, there will be such hyperlinks for submitting assignments, and for submitting the module appraisal.

Updating the timetable is quite complicated, and you are advised to seek assistance if you wish to create this yourself or if changes need to be made. Please contact Christina Dickson at casslearnhelp@city.ac.uk to arrange a brief training session.

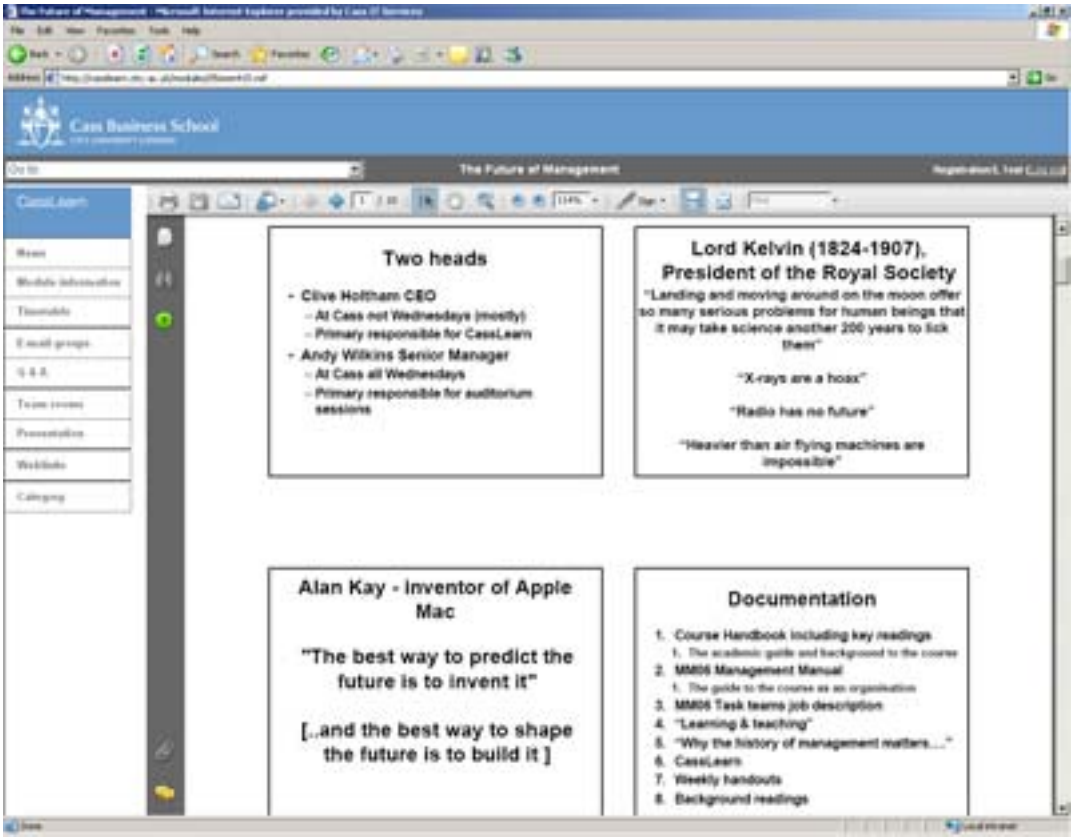
Sections 3.8, 3.12 and 3.13 deal with downloading module material from the timetable, assignment submission and feedback, and submitting module appraisals.

3.8 Downloading module material

Students access module material through the timetable. By clicking on the appropriate text in the 'Activity' column of the timetable, you will be taken to a page with detailed information about that session/lecture.

At the bottom of the page, you will find the entire module material as an attached pdf-document(s) available for download. For this, you will need to have Acrobat Reader installed on your computer, which can be downloaded for free from the Adobe Acrobat site at:
http://www.adobe.co.uk/products/acrobat/readstep.html

Clicking on the name of the file will start up the Acrobat Reader software and open the pdf-document. Depending on your browser settings, this may happen within the browser or within a new browser window. Within Internet Explorer it will look something like this:


Cass Business School
The Future of Management
Two heads
- Clive Holtham CEO
– At Cass not Wednesdays (mostly)
– Primary responsible for CassLearn
- Andy Wilkins Senior Manager
– At Cass all Wednesdays
– Primary responsible for auditorium sessions
Lord Kelvin (1824-1907), President of the Royal Society
"Landing and moving around on the moon offer so many serious problems for human beings that it may take science another 200 years to lick them"
"X-rays are a hoax"
"Radio has no future"
"Heavier than air flying machines are impossible"
Alan Kay - inventor of Apple Mac
"The best way to predict the future is to invent it"
[..and the best way to shape the future is to build it]
Documentation
1. Course Handbook including key readings
2. MM06 Management Manual
3. MM06 Task teams job description
4. "Learning & teaching"
5. "Why the history of management matters..."
6. CassLearn
7. Weekly handouts
8. Background readings

You can read this document on-screen, save it to disk, or print it, all by using the buttons on the Acrobat Reader toolbar. When the pdf-document has opened within your browser, pressing the <Back> button of your browser will take you back to the session/lecture information page. Otherwise, you can close the new window to go back to the session/lecture information page.

If for any reason **you can not open** an attachment or if you want to save an attachment to a local disk without opening it first, right-click on the name of the attachment and choose 'Save Target As…' (in Internet Explorer) or 'Save Link As…' (in Netscape) from the pop-up menu.

3.9 Managing web-based discussions

The **<Discussion>** button takes you to the *Discussion Forum Page*. Each module environment has a **<General Discussion Forum>** set up. Within the modules, these discussion boards are for module-related discussions only. All students and the tutor(s) can read and participate in these discussions.

You enter the **<General Discussion Forum**> by clicking on it. You can initiate a new discussion within this forum by clicking the -icon at the top of the forum page. A new discussion needs a header and a proposition. Only these headers are shown in the discussion threads. Clicking on the header of a discussion item will open up the discussant's proposition. You can respond to a proposition by clicking the -icon.

As mentioned previously, there is a Code of Conduct for Online Communication, which governs the use of the discussion facility and the Q&A facility. As a tutor, you can edit or delete any proposition in a discussion thread, but we ask you only do this if the proposition breaks the Code of Conduct.

3.10 Maintaining the Q&A page

The **<Q & A>** button on the left-hand menu leads you to the Questions & Answers page. Students can post questions here for the tutor. Tutors are the only ones who can post answers to questions. Clicking on the -icon enables you to post a new question. You can post questions yourself in order to anticipate student questions or to answer a number of related student questions in one. You answer questions by clicking on the -icon next to a posted questions. You will need to click the **<Submit>** button at the bottom of the page once you have answered a question.

This is a feature which needs regular checking and updating by the tutor(s). Although students can not expect tutors to be online 24/7, **they can expect the tutor** to check the Q & A page regularly.

3.11 Setting an assignment to be submitted electronically

[Optional on some Programmes – to be decided by the Programme Director]

Assignments you set for students will be submitted electronically through the VLE. Such an assignment will be included as an activity within the timetable. The relevant Course Officer will create the necessary timetable entry, based on your input. You will need to specify the following:

- A description of the actual assignment itself (preferably in electronic format)
- Whether the assignment is an individual or group assignment
- Whether the submitted work should be visible for everyone, or not
- What type of end product it will be
- The deadline for submission.

Please make sure you have specified your expectations regarding the file format of the submitted work. You can not assume that all students have the full Adobe Acrobat software at their disposal, so while they will be able to *read* pdf-files, they can not be expected to be able to *create* pdf-files. When there is an assignment to submit, the timetable will show the -icon in the timetable row.

For group assignments, please remember to provide the relevant Course Officer with a list of groups. This means that each group will only have to submit their coursework once as a group, rather than each group member individually submitting the same piece of work.

3.12 Providing feedback on students' assignments

[This is a suggested method - preferred method of feedback is to be decided by the Programme Director]

The **<Administration>** button takes you to a page where you can see what has been submitted, by whom, and when.

Clicking on the date of submission of an assignment takes you to the assignment for each student/group. You can read the student's answer, either as text typed in by the student or, more likely, in an attached document(s) (this reflects your instructions to the student).

You will then need to save the student's attached document to a local disk. Click on the attachment with the right-hand button of your mouse and select 'Save Target As…' (in Internet Explorer) or 'Save Link As…' (in Netscape). Save the file in a folder on your hard disk or on a network drive.

Your feedback on the work also needs to be in a digital format, **if** the Programme has adopted the following standard. The tutor appends his/her comments on a new page at the back of the student's submitted work, and saves the file under a new name, by adding the text "marked-[your initials]" to the file name. Avoid spaces in all file names, but use underscore or hyphen instead. For example: MBM205_WEILi_05Fmarked_EvR.doc (the first part "MBM205_WEILi_05F" is the original file name as submitted by the student, and indicates the module code, the student's name and the student intake). Your pages with comments should start with the student's name, module title, your name, date, and the percentage mark. This is followed by general comments. Specific comments relating to particular parts of the submitted assignment are to be numbered, and the corresponding numbers added to the student's text in a conspicuous colour (see Appendix 1 for an example).

Once you've read the student's work and want to put your feedback online, you need to go to the page with the student's work and click on the -icon. At the top of the page, you can decide whether the student's work, with your feedback, is visible for the student only, or for everyone (e.g., as an example of good work), though this feature is discouraged. In the text box labelled 'Feedback', you can type in a short text for the student, if necessary. With the buttons 'Choose feedback' and 'Add feedback', you have the option of managing a list of frequently used short texts (e.g., "Good work"). Next, you put in the mark.

Finally, you attach your document(s) with feedback. Click the **<Submit>**-button to upload your feedback to the server. If ever you attach a document in error, just go back into the feedback page and, at the bottom of the page, mark that attachment for deletion and click the **<Submit>** button.

3.13 Module appraisal

Students are requested to submit a module appraisal at the end of each module. Students access the electronic module appraisal through the timetable. The main points will be summarised for the tutor(s) and a more detailed discussion with the Programme Director will be offered, if necessary.

3.14 Other buttons in the left-hand menu

All modules will at least have the following buttons in the left-hand menu: <News>, <Module info>, <Timetable>, <Discussion>, and <Q & A>. Your module may have more buttons in this menu, which are for optional functions described in section 4. Some buttons may be there temporarily for the Programme Office to create or maintain your module environment.

3.15 How the students will see your module

The students will not see the modules in exactly the same way as the tutors. The most important difference is that students will not have the opportunity to edit any of the pages. Some items can be created for tutors only, for example, on the news page, or in the timetable. Someone logging in as a student will not be able to see those items. This can be useful for tutor-to-tutor communication. If you want to check how students see your module, please ask the E-learning Support Specialist for a test registration.

4 Additional features

Please ask the relevant Course Officer to guide you through the process when you use any of these additional features for the first time.

4.1 Publishing a Quiz

If desired, a module can contain one or more quizzes. A **<Quiz>** button will have to be created in the left-hand menu. Quizzes can have multiple choice questions and/or open-ended questions. Quiz results can be made available to the student immediately, or an availability date can be specified. For multiple choice (MC) questions, the correct answer needs to be specified, and there is room to provide general feedback for each MC question, as well as specific feedback for each of the MC answers. For open-ended questions, a model answer can be specified.

Students can do a quiz as often as they like. Their quiz results will not be visible to other students, unless the tutor decides otherwise. There is no limit to the amount of times a student can take a quiz, because they are there for the student to assess their learning, and they will not count as part of the student's formal assessment. Quiz results can be viewed by clicking on <quiz results>.

4.2 Organising a Poll

If desired, your module can contain one or more polls. A **<Poll>** button will need to be created in the left-hand menu. Polls always consist of one single question, with up to ten possible votes. If desired, polls can show up on the news page. Students can only cast their vote in each poll once. All polls are anonymous, so no one will be able to see who voted what.

4.3 Working with Virtual Team Rooms

If desired, your module may provide the option for students to work in virtual team rooms. A **<Team room>** button will need to be created in the left-hand menu. Virtual team rooms are areas within CassLearn that are accessible only to members of a specific group. The tutor(s) will have access to all virtual team rooms. Groups of students can use their own virtual team room(s) to share and organise documents, and to run a discussion.

4.4 Making information available to Specific Target Groups only

If you work with virtual team rooms, or want to have information items, which are available to tutors only, you will need to have target groups specified. These target groups can be created for you by the Course Officer if you specify what target groups / student teams you want to have and who should be in each group.

5 Code of Conduct for users of CassLearn

This Code of Conduct provides guidance and overall principles on etiquette for users of the virtual learning environment (VLE); many of the points raised may equally apply when using standard email.

The Code is intended to improve the effectiveness of online contributions (eg. online questions, contributions to online discussions, and other online postings) raised within the VLE and to avoid inadvertently or deliberately, causing offence.

5.1 Basic principles

1. This may seem obvious, but all online contributions should be in English.
2. Individuals are responsible for any online contributions emanating from their username or login – **never give out your password to friends or colleagues**. You will be held responsible for any prohibited activities under your username and login.
3. Online contributions should only be posted for genuine academic, administration or VLE queries and not used as a 'chat line'.
4. The use of the VLE for 'junk mailing', chain letters and non-Cass business is forbidden.
5. Defamatory statements or discriminatory remarks, for example, concerning sex, race, sexual orientation, religion, age (or any other social category) are prohibited.
6. The method of delivery is of an immediacy not possible with conventional post, but more like that of a telephone. However, the nature and intent of a telephone conversation can be detected from vocal intonation as well as the actual words spoken; this is not always apparent from the query text. **The use of block capital letters is equivalent to shouting and is therefore to be avoided.**
7. Once posted, the online contribution may be opened immediately by the recipient, so take time to compose and always proof read before posting; check for spelling, context and accuracy. Also, once posted, a query or response cannot be withdrawn, and may well be read by someone in a different time zone where you are unable to provide clarification if something is misunderstood.
8. "Flame mail" is a term that has been coined to describe email/electronic exchange containing strongly worded remarks, insults or admonishments and has been cited as a key stress factor in many organisations and should be avoided. To avoid flaming, do not continue to argue about things that you will never agree on! It is better to agree to disagree! It should be noted that email and the posting of online contributions within the VLE comes under the jurisdiction of the Data Protection Act with regard to its content, source and disclosure.
9. The Copyright, Designs and Patents Act (1988) covers the copying and reproducing of work, including its storage by electronic means. Any communication which takes place via the VLE is likely to be stored and archived indefinitely. Care should be taken not to infringe copyright when downloading and attaching files from the Internet.
10. Whilst every endeavour will be taken by City University to minimise the risks of online communications being intercepted by third parties, users of the VLE are advised that the security and confidentiality of electronic exchanges sent over the Internet cannot be guaranteed.

6 Support

6.1 Who to contact

If you are experiencing problems with CassLearn and/or for technical questions about CassLearn, contact:

Christina Dickson, E-learning Support Specialist

Helen Marriott, E-learning Support

Tom Heslin – E-learning Technologist

casslearnhelp@city.ac.uk

Appendix 1: Example of student's submitted work with tutor feedback

Evaluation Report (Anonymised and abridged)

Full Name: Li Wei

Registration Number: 020202020

Module Number and Title: MBM202 Accounting Principles

Date of Submission: April 30, 2003

Executive Summary (5)

Specialized in manufacturing stationery, Riley is a highly profitable enterprise in this industry, but there leaves much space to improve its performance and financial position.

In 2002, Riley successfully increased its sales with curtailed cost of sales, i.e. its gross profit increased more quickly than sales. However, In consideration of huge contingent liabilities and amortization of intangible fixed assets, Riley's profitability will be greatly harmed in coming years if the acquired business, investment in fixed assets and capitalized development expenditure cannot generate sufficient operating profits. (1)

It's urgent to improve Riley's asset management. Having lagged behind the industry averages in 2001, its stock days, debtors days and fixed asset turnover continued to worsen in 2002. Though Riley can charge more for its products, it is safer and durable to strengthen Riley's profitability by improving its efficiency.

Cash flow poses a big problem to Riley. In 2002, Riley invested heavily on fixed assets ($1,871,000), which closely linked to the decrease in cash. As a result, short-term borrowings doubled (4100/2000), but cash declined by $2,100,000! (2)

Other findings:

1. Riley's Office Products seems to be the larger division since it achieved triple sales of its Gift Products. In 2001 and 2002 both divisions gained operating profit but Gift Products had a better net profit margin (.750/4600 vs. 1300/13200 in year 2001 and 800/4650 vs. 1400/14250 in year 2002). To generate more profits, the decision maker of Riley should consider expanding its Gift Products division. (3)
2. Acquisition a new business brings about impact on Riley's future profits and cash flows. Goodwill $120,000 will be amortized in straight line method. (4)
3. Deferred taxation is permitted by policies. Provision for deferred tax in respect of timing differences between depreciation and capital allowance is prepared in both years.
4. Part of interest payable ($200,000) and development expenditure($450,000) is capitalized since future benefits are expected.

Reference

1. Associates, Adolph Coors co., "Executive summary-financial performance" 08/18/00.
2. Janet Walker, "Accounting in a Nutshell" CIMA PUBLISHING, 2001, Chapter 6-7.
3. Holmes, Sugden and Gee, "Interpreting Company Reports and Accounts" (8th edition), Pearson Education Ltd, 2002, P201-208.

Li Wei

Accounting Principles coursework

Marked by Janet Walker

Date

Percentage mark: 70%

General comments

A well written report that identifies most of the main issues.

It is refreshing that you made some positive recommendations for the company to build on the apparent opportunities offered by the relatively high profitability of the gift stationery sector.

Specific comments

(The numbers refer to the figures in brackets, which have been added throughout the coursework)

1) Excellent. I am really pleased that you have spotted the problem that the capitalized development expenditure might not generate revenue in future years.

2) This mismatch of using short term funding for longer term fixed asset investments is a major issue. We discussed this at the workshop when we looked at Thornton's balance sheet.

3) Good. With the data available, this does seem to be an excellent recommendation.

4) You are correct that goodwill amortisation will impact upon future profits, but it will not affect cash flows.

5) This is a good summary. It identifies the major issues and makes positive recommendations for the future.